NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS	School: Newark Tech
Chief School Administrator: DR FRANK COCCHIOLA	Address: 93 West Market St, Newark, NJ 07103
Chief School Administrator's E-mail: fcocchiola@essextech.org	Grade Levels: 9-12
Title I Contact: Bickram Singh	Principal: Oge Denis Jr
Title I Contact E-mail: bsingh@essextech.org	Principal's E-mail: odenis@essextech.org
Title I Contact Phone Number: 973-412-2068	Principal's Phone Number: 973-412-2270

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

OGE DENIS JR.	O. Denis	5-28-15
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held ____36_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 40,413,969, which comprised ___97.18%_ of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 41,656,921 which will comprise 99.20% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Salaries for math and LAL teachers	1 and 2	yes	100-100	$382,931
Parental Involvement	3	yes	200-100 100-600	$23,110
Academic Support	1 and 2	yes	100-100	$41,289
Instructional Supplies	1 and 2	yes	100-600	$8,316
Professional Development	1 and 2	yes	200-500	$6,820

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary**.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dolores Wallace	Parent Coordinator				
Kiesha Grant –Foster	Parent-PTA President				
Oge Denis Jr	School Staff—Principal				
Carmen Morales	School Staff— Vice-Principal				
Dr. Frank Cocchiola	District-Staff Superintendent				
Dicxiana Carbonell	District Staff–Curriculum and Instruction				
Bickram Singh	District Staff–Program Accountability				
Marybeth Landis	District Staff—Math Specialist				
John Dolan	District Staff-Career & Technical Ed.				

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Grisel Morales	District Staff-LAL specialist				
Karen Santucci	School Staff—English teacher				
Babafemi Ojo	School Staff—Science teacher				
Laverne Johnson	School Staff—Guidance				
Felix Boah	School Staff—Science teacher				
Claire Major	School Staff—Guidance				
Ann Steinbach	School Staff—CTE teacher				
Russell Mattoon	District Staff-Career & Technical Education				
Nasser Masri	School Staff-CTE Teacher, ScIP				
Joseph Dedalonis	School Staff – Math Teacher				
Kelli Warnock	School Staff—Social Studies teacher, ScIP				
Jackie Shoop	School Staff—English teacher				
Kevin Fremgen	School Staff – Math Teacher				
Howard Weshnak	School Staff—CTE teacher				
Enrique Lomba	District Staff—ESL specialist				
Salvatore Lima	Teacher /district Staff –				

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

	Sc Specialist				
Cathleen Smith	Teacher /district Staff – Soc Std Specialist				

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
July 16, 2014	C.O	Administrative Council, Principals meeting, QSAC, Summary of Teacher Evaluations. , Staffing, HSPA Analysis, HIB, Principal Evaluations., Prof. Dev.	**Yes**		**Yes**	
August 5, 19, 20, 27, 2014	C.O	Staffing, New teacher Orientation Schedule, New Formative Evaluation, Policies, Website, Curriculum Matter, Teacher Evaluation. Revisions- Day 1 Program	**Yes**		**Yes**	
September 4, 9, 11, 18, 2014	C.O., WC	Sept 22 Board Meeting, New Staffing, Mentoring, Monthly Meetings, New Science Dept. Chair, Return to district procedures, School Violence Awareness Week, Week of Respect	**Yes**		**Yes**	
October 2, 3, 7, 23, 29, 2014	C.O,	Sch. Improvement, Mentors/Coaches, Monthly meeting, ESL program, PARCC Presentation, NJ SMART, IDE Consultants, SIOP Training, HSPA, Teachscape, SGO, PTA/PTSA, EVVRS Reporting, Student Failure procedure, Code of conduct, Principal/VP Goals, Calibration Update, Lesson Plans, EdConnect Technology inventory	**Yes**		**Yes**	
November 4, 13, 20, 24, 25, 2014	C.O., NT, WC	Staffing, Teachscape, Testing, PARCC, Supv Obsrv., Standard 8 and 9 Naviance for SAT Prep, Summer Institute, End of Q1 LEP Students, NJCAN, JSTOR program, Academic Support, RAC walkthrough, Report Card Data, PD Requests, Student Suspensions and Absenteeism, Lesson Plans, edConnect, Framework for Teaching, Cycle 1 review, Admission Process	**Yes**		**Yes**	
December 2, 10, 18,	C.O, NT	Grading guidelines, Grade book setup, Action plan for	**Yes**		**Yes**	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

2014		implementation, Principals Meeting, Policy Revision, Admission Process, edConnect, PARCC dates, Accessibility Features and Accommodations, Administrative Council Meetings				
January 6, 9, 13, 14, 29, 2015	WC, N13, C.O	Staffing, Grading Procedures, Policy revision, Jan 16 SS PD day, admission process, TOY application Academic Support, AHSA training, SGO, WIA, JSTOR, PARCC Training, Benchmark assessment, RAC reviews, Administrative Council Meeting, IDE, CISCO	**Yes**		**Yes**	
February 5, 12, 27, 2015	CO, N13, WC	Walk-Through, Policy Revision Website, PARCC preparation, administration, creating sessions for math and ELA, Reviewing of Cycle III data, OCR Secondary Admin Checklist	**Yes**		**Yes**	
March 3, 6, 2015	CO, N13	New School Project, PARCC, SGO, RAC3, SIP, Surveys, NJ School Digest, Prof. Dev. Sessions, ESL, Nurses, TNT-TBD, Benchmark Assessments, edConnect, non-tenure recommendations, Replacements for specific subjects, SAT registration	**Yes**		**Yes**	
April 7, 15, 2015	CO	Terra Nova assessment, EOY assessment schedule revisions, Textbook needs, Policy Revision, Non-tenure teachers, replacements for September, April 10 SS Prof Dev day, AHSA, SAT, Student Athlete Cardiac Assessment. Walk-throughs, Curriculum Writing, CTE courses, Timeline for course request, mass enrolling, CTE staff reassignment, Consistency of reporting & dismissal time	**Yes**		**Yes**	
April 29, 2015	CO	Needs assessment, Plan development, program evaluation	**Yes**		**Yes**	
May 5, 2015	CO	Needs assessment, Plan development, program evaluation, Q3 performance, Academic Support, SAT prep, PARCC	**Yes**		**Yes**	

***Add rows as necessary**.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Newark Tech will become a national model of urban educational excellence

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
   Yes. The programs – curricular, instructional, professional development and parental involvement initiatives were successfully implemented. Minor modifications were made during the year as data was collected and analyzed. One area of challenge is the continuing quest to improve parental involvement.

2. What were the strengths of the implementation process?
   There was a strong accountability process where school and district leaders were held accountable for the completion of specific tasks as outlined in the district action plan. On a monthly basis, school leaders were asked to verify that specific indicators of success were completed by a pre-determined deadline. There were also frequent feedback sessions to monitor the progress of program implementation and to make adjustments when necessary.

   The plan relied heavily on the collection, disaggregation and analysis of student performance data throughout the year. With the implementation of a comprehensive assessment program, students were frequently assessed using locally developed benchmark and vendor driven instruments. The data was analyzed to identify and address students' deficiencies. In addition, periodic snapshots of students' performance were made to monitor student progress in all content areas throughout the year. Academic support was then offered to struggling students in a timely manner.

   There was also collaboration among stakeholders-administrators, teachers, parents and other community agencies to implement the plan. Teachers participated in meetings and training on the implementation of key initiatives, such as designing standards based lesson plans and assessments and using an electronic platform to administer periodic assessments. This facilitated more transparency of the process and gaining the support of staff.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

3. What implementation challenges and barriers did the school encounter?
   Even though the school and district have always engaged in the building of capacity to sustain the successful implementation of programs, the limited number of administrators has been over stretched with added responsibilities. Often, timely reports on programs and the one to one dialogue with teachers are compromised as a result. In addition, it was challenging to get students to attend the academic support programs after school. Recruiting staff to work in the additional programs and securing board approval for them in a timely manner also presented challenges.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
   The comprehensive assessment program has allowed the efficient collection of student performance data, which was analyzed to identify and address students' deficiencies in a timely manner. Academic support was then offered in the before and after school programs and when necessary, during the school day. Using data to make decisions for placement, developing learning goals for accountability has also strengthened the instructional program. Moreover, there were frequent follow up meetings to monitor the progress and evaluate various initiatives-instructional and professional development.

   The regular use of supplemental instructional software by instructors and students to address deficiencies in math and language arts remained a challenge. There were also limitations on accessing programs due to lack of availability of technological devices such as laptop computers.

   Scheduling staff for professional development during the school day also posed logistical problems because of teacher availability and their other obligations. In addition, staff availability to work in the academic support program before and after school was an issue.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
   The district promotes transparency and open processes in the implementation of programs. Teachers joined with administrators to participate in training sessions, which fostered trust and support among staff. There were also face to face training sessions with staff which allowed for candid feedback. In addition, representatives of the teachers' association were members of various school panels, including the School Improvement Panel that monitored the implementation of programs and offered feedback for improvement.

   A concerted effort was made to maintain two-communication among stakeholders. Feedback on academic growth of students was generated and shared throughout the year. Administrators also conducted one to one dialogue with staff to offer technical support throughout the year.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
   The staff was supportive of the school's initiatives. This is indicated in their commitment to improved student outcomes. For its academic performance, the school was recognized as a Title 1 Distinguished school in 2012 and is nominated to be honored as Blue Ribbon school in 2014. The school has also achieved its performance goals for the past nine years. The academic rigor was also enhanced with students enrolled in AP classes in mathematics and English. In addition, staff facilitated students to complete college level courses through a partnership with the County College.

Domain	% Rating
Physical Environment	**95.1**
Emotional Environment	**60.3**
Teaching and Learning	**85.3**
Relationships	**80.4**
Morale-School Community	**91.2**
Comm. Engagement	**78.4**

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
   The community was supportive of the school with more students requesting enrollment. Parents participated in school events such as attending back to school night, school fair and fashion show. They also attended monthly meetings to get updates on the progress of the school. In addition, over 99% of them logged into power school to monitor their children's performance.

   Parents provided feedback to the district by completing a survey which was accessed from the district's webpage.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)
   Various methods were used to deliver the programs. There was emphasis on small group instruction and tutoring for struggling students that sometimes evolved to one-to-one assistance. The focus was on individual improvement. Technology was also leveraged to improve literacy with a one to one laptop initiative for groups of students. Even though ongoing support was provided to instructors throughout the year, training was done in small groups settings where participants gave candid feedback on the initiatives.

9. How did the school structure the interventions?
   Student performance data was collected and analyzed throughout the year to identify and address deficiencies of individual students. These students were provided with academic support in the before and after school program for an additional hour of instruction in mathematics and language arts literacy. Additional support was also provided for a period during the school day. In addition, supplemental web based software using READ 180 was used for a select population of students.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Selected incoming 9th graders were also identified to attend a summer enrichment program for 4 weeks of instruction in which they are provided with focused instruction for four hours every day in mathematics and language arts. Emphasis was placed on using technology to improve students' knowledge and skills in the aforementioned content areas. At risk 10th, 11th and 12th graders were also identified and asked to attended summer academic support classes so that they could master required curricular standards at their respective grade levels.

10. How frequently did students receive instructional interventions?
    Students were identified and offered timely intervention throughout the year in the before and after school program and during the regular school day. Students attended classes for four days per week for an additional hour. Select students also attended classes in the summer for four hours a day for 4 weeks. In additional, students received targeted support in their regular scheduled classes.

11. What technologies did the school use to support the program?
    There was always the emphasis on the use of technology in the delivery of programs. The assessment program consisted of assessments that were taken online. Students had access to and use computers in many of their courses, especially language arts where they were engaged in research projects. Students and instructors also used the TI-84, TI-Inspire calculators, smart boards and document cameras. Web based programs such as READ 180 was used to accelerate learning.

12. Did the technology contribute to the success of the program, and if so, how?
    The use of technology had a tremendous impact to teaching and learning. The quality of instruction improved with the use of access to Internet resources, Moodle and the smartboard. Instructors researched and shared resources, lesson plans and planned interdisciplinary projects in the professional learning communities. Student engagement also improved with improved academic outcomes. Students worked more independently and took more control of their learning. With real time access to their performance, they continuously monitored their progress and made adjustments in a timely manner.

    Access to technology also accelerated the turnaround time to identify and address students' deficiencies based on assessment data. The collection, disaggregation and analyses of data led to timely decision making in the improvement of key programs.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 11	13	8 Based local assessment	Students were provided with support prior to the results of state assessments. They attended summer academic support classes and received individualized support for an hour in the before and after school program.	Students attended academic support programs after school and were provided with in class support. Many improved in their performance-as of Q3, six students were still struggling in semester 2.
Grade 12	13	5	Students were provided with support prior to the results of state assessments. They attended summer academic support classes and received individualized support for an hour in the before and after school program.	The interventions were successful. Only one student was partially proficient on the state test in 14-15.
Mathematics	**2013-2014**	**2014-2015**	**Interventions Provided**	**Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).**
Grade 11	24	71 Based local assessment	Students were provided with individualized academic support based on their scores in each standard during their scheduled class time. They also received additional instruction for an hour in the before after school program.	Students attended academic support programs after school and were provided with in class support. Many improved in their performance-as of Q3, six students were still struggling in semester 2.
Grade 12	23	34	Students were provided with individualized academic support based on their scores in each standard during their scheduled class time. They also received additional instruction for a period during the school day and an hour in the before after school program.	The interventions were successful. All academic performance goals were achieved by all subgroups in mathematics. Only one student (0.8%) graduated via the AHSA process in 2013-14. In 2014-15, only 4 students will graduate by successfully completing the AHSA process.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 9	16	16	Students were provided with targeted instruction in summer school remedial classes for two hours a day for 30 days. They also received support during their regular scheduled classes and in the after school program.	Students successfully completed their respective courses and gained the required credits for graduation. In 2013-14, only 6 students failed ELA09. As of third marking period in the 2014-15 school year, 11 students failed in Q1, 6 failed in Q2 and 6 in Q3. Three students failed in at least two marking periods.
Grade 10	30	37	Students were provided with targeted instruction in summer school remedial classes for two hours a day for 30 days. They also received support during their regular scheduled classes and in the after school program.	Students successfully completed their respective courses and gained the required credits for graduation. As of third marking period in the 2014-15 school year, 14 students failed in Q1, 24 failed in Q2 and 37 in Q3. Eight students failed in at least two marking periods.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 9	43	39	Students were provided with targeted instruction in summer school remedial classes for two hours a day for 30 days. They also received support during their regular scheduled classes and in the after school program.	Students successfully completed their respective courses and gained the required credits for graduation. As of third marking period in the 2014-15 school year, 4 students failed in Q1, two failed in Q2 and two in Q3. Fourteen students failed in at least two marking periods.
Grade 10	18	30	Students were provided with targeted instruction in summer school remedial classes for two hours a day for 30 days. They also received support during their regular scheduled classes and in the after school program.	Students successfully completed their respective courses and gained the required credits for graduation. As of third marking period in the 2014-15 school year, 21 students failed in Q1, 27 failed in Q2 and 20 in Q3. Two students failed in at least two marking periods.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA, Math Science	All students Gd 9-12	**Using Research based Instructional Strategies** -Cooperative Learning -Homework and Practice - Setting Objectives and Providing Feedback - Reinforcing Effort and Providing Recognition - Summarizing and Note Taking - Identifying Similarities and Differences - Nonlinguistic Representations	Yes	Improved student performance on local and state assessments Differentiation of lesson design and delivery to address diverse learners Standards based lesson plans submitted Effective ratings on observations	Struggling students were identified and addressed in a timely manner. They attended academic support programs which improved their performance. For all completed courses in semester one of the 2014-15 school year, nine students failed their courses, including two in mathematics. Students continued to perform well on the state test. For eight consecutive years, the school achieved its performance targets in language arts literacy and mathematics. Students also took the AP Literature and AP Calculus exam in 2015.
ELA, Math	All students Gd 9-12	**Using student assessment data to improve teaching and learning** - Continuously using student data (formative and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.	Yes	Using EdConnect to administer benchmark assessments Collecting and analyzing assessment student performance data Developing performance trend of students in class and school, including disaggregation of data by subgroups	Students' individual needs were identified and addressed in a timely manner. Interventions were implemented and the student progress was monitored. All instructors logged into EdConnect and used performance data in their classroom to inform their instruction.
All content areas	Grades 9-12	**Teaching students to examine their own data and set learning goals** - Explaining expectations and assessment criteria. - Providing feedback that is timely, specific, well	Yes	Developing students' performance targets Students monitoring their performance using their individual data and making adjustments to their learning	Students monitored their progress throughout the year. Over 85% of them logged into Power School to get feedback and follow their progress in their courses.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		formatted, and constructive to students - Using students' data analyses to guide instructional changes. - Monitoring progress and making adjustments.			
ELA	Gds 9-12	**Providing explicit vocabulary instruction** - Dedicating a portion of regular classroom lessons to explicit vocabulary instruction.	Yes	Students used new words in a variety of contexts through activities such as discussion, writing, and extended reading. Students became independent vocabulary learners.	Students participated in independent research projects and gave class presentation to demonstrate mastery of content. They also improved in their performance in classroom assessments-all but one student was proficient on the state test. No student failed semester 1 ELA courses.
ELA	Gds 9-12	**Providing direct and explicit comprehension strategy instruction** - Carefully selecting text to use when beginning to teach a given strategy - Making sure that the text is appropriate for the reading level of students. - Providing the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.	Yes	Students applied strategies they learned to different texts. Students used comprehension strategies in various texts.	Students consistently excelled in state assessments- over 98% in the past six years and 98.9% proficiency in 2014-15.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
LAL	Grades 9-12	**Increasing student motivation and engagement in literacy learning** - Establishing meaningful and engaging content learning goals around essential ideas and specific learning processes - Making literacy experiences more relevant to student interests, everyday life, or important current events	Yes	Students demonstrated autonomy in learning. Higher student engagement in reading Students' engagement in strategies such as goal setting, self-directed learning and collaborative learning.	Students demonstrated significant improvement – over 98% of them were proficient on the state test for the past six years
ELA, Math	10-12	**Using Technology to improve teaching and learning-Flipping the classroom**	yes	Independent research done by students Academic improvement of students Student engagement in collaborative projects, improving communication skills	Students completed college level courses. In 2014-15, the following # of students has been scheduled to complete courses for credit. College Biology I **19** English foundations **25** College Comp I **9** World Civilizations **16** Introductory Algebra **15** Intro Coll Math **14**
ELA, Math	9-12	**Peer to peer teaching and learning**	partial	Students teaching their peers Higher level of student participation	Program was not fully implemented
ELA, Math	Gd 12	**Small group instruction**	yes	Improved student performance	Struggling students improved. Only 10 students had to participate in the AHSA process – 9 in math and 1 in ELA.
Math	9-12	**Solving Open Ended Word Problems**	yes	Improved performance on solving 'word problems' More collaboration among students in solving complex problems Use of algorithm in solving problems	Performance of identified at risk students improved. In semester 1, only two students failed math courses

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	9-10 ELL students	**READ 180**	yes	Increased lexile levels of students Improved performance in local and state tests Improved collaboration among students	Students improved in their reading abilities as indicated by their lexile scores. Grade 9 students improved with average of 400 points in 2014-15

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA and Math	9-11 and partial proficient seniors	**Academic Support (Increased Learning Time) for Struggling Students** Students attend additional classes in language arts literacy in our before school, after school program and during a period during the school day	Yes	Student attendance to classes Improved individual performance of students in local and state assessments	25 (73.5%) of 34 students were proficient in math in the Oct HSPA, while 4 of 5 were proficient in ELA. In grade 9, identified students still struggled: 42 students failed Alg 1 in at least one quarter while just 15 in at least one quarter in ELA. In grade 10, 5 and 55 students struggled in math and ELA respectively. In grade 11, just 3 students failed in a marking period in math.
Math ELA	Incoming 9th graders	9th grade summer enrichment program	Yes	Smooth transition of students to high school environment' Improvement of knowledge and skills in content areas addressed	Students demonstrated significant improvement as evidenced by a 10.7% and 4.0% gain in mathematics and language arts respectively.
Math ELA	10th, 11th graders	Academic Support-rising 10th, 11th grade	Yes	Improved performance in local assessments Mastery of standards as demonstrated on local and state tests	There was a gain of 6.7% in math and 3.3% increase in ELA. However, the attending cohort of students was very small.
Math ELA	12th graders	Academic Support-Rising 12th grade	Yes	Improved performance in local assessments Mastery of standards as demonstrated on local and state tests	There was a 18.1% increase in performance in math. In the Oct 14 HSPA performance, 25 (73.5%) of 34 students were proficient in mathematics, while 4 (80%) of 5 students were proficient in ELA.
ELA, Math	ELLs	ESL Academy after school	Yes	Improved student performance in local and state assessments	Only two students failed Alg 1 in a quarter and 2 failed Geometry. Eight struggled in at least one quarter in BG ESL Lit Survey

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

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Documentation of
Effectiveness</th><th>6
Measurable Outcomes
(Outcomes must be quantifiable)</th></tr>
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<tr><td>ELA, Math</td><td>11th and 12th graders</td><td>College Readiness
-SAT preparation
AP courses</td><td>Waiting on data</td><td>Student participation in test
Student performance in Reading, Writing, mathematics</td><td>Students registered and took the tests. Here are the results of the PSAT:
<table>
<tr><th></th><th colspan="3">Grade</th></tr>
<tr><th>9th Graders</th><th>9</th><th>10</th><th>11</th></tr>
<tr><td>Critical Reading</td><td>34.4</td><td>37.0</td><td>38.4</td></tr>
<tr><td>Mathematics</td><td>37.5</td><td>38.8</td><td>40.7</td></tr>
<tr><td>Writing Skills</td><td>32.2</td><td>33.5</td><td>35.3</td></tr>
<tr><td>Composite Scores</td><td>104.1</td><td>109.3</td><td>114.4</td></tr>
</table></td></tr>
</table>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All content areas: ELA Math Science Soc Studies Per Arts Technical Education	All teachers	Implementing the Common Core and state curriculum content Standards	Yes	On-going training throughout the year in which many teachers participated. Teachers used various forms of technology, such as the smart board, document camera, Moodle, scientific calculators to advance teaching strategies	100% of teachers were trained on using EdConnect to design and submit standards based lesson plans 100% of the teachers submit standards based lesson plans
All content areas	All teachers and paraprofessionals	Using Teachscape to improve instructional practice using the Framework for Teaching	Yes	Teachers in the school in other schools collaborated throughout the year to develop lesson plans and curricula	100% of teachers were trained on using EdConnect to design and submit standards based lesson plans 100% of the teachers submit standards based lesson plans
Math, ELA	Math and LAL teachers	Offering ongoing, high quality professional development to all staff Providing one-to-one coaching to instructors	Yes	Teachers met in their PLCs to refine and share lessons. Resources such as videos, lesson plans, assessments were posted on Moodle	Over 90% of instructors attended district sponsored PD in-service within the district. Over 90% of them are rated 'effective' or above on the teacher observation instrument.
All content areas	All teachers and paraprofessionals	Maintaining a consistent focus on improving instruction	Yes	Teachers met informally in their groups.	Over 90% of instructors use EdConnect to administer benchmark assessments. They collected and analyzed data on individual student performance.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All content areas	All instructors	Differentiating instruction to address needs of diverse learners	Yes	Documentation of professional days Board resolutions, classroom observations	100% of teachers designed and submitted lesson plans using EdConnect Many lesson plans indicate areas of modification
Math, LAL, Social Studies, Science	All instructors and paraprofessionals	***Using Technology to enhance teaching and learning:*** E-Learning platform Google docs Moodle, Flipping the classroom	Yes	Design and delivery of standards based lessons	100% of teachers employ the use of technology in the classroom. Over 90% of them score a 3 or above in 'making appropriate use of available technology' when delivering lessons. Many teachers and students make extensive and imaginative use of the available technology.
All content areas	All instructors	***Using collaborative planning to improve teaching*** Professional Learning Communities-Topics include: -Common Core Standards -The Framework for Teaching -Authentic Learning and Assessment -Problem based learning -Integration of Academic and CTE -Differentiated instruction	Yes	Improved teacher performance as evidenced by rating on the evaluative instrument	Many teachers met formally or informally to discuss ways to improve their lesson design and delivery Teachers also worked collaboratively on lesson plans, sharing best practices

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		-Integration of technology in instruction			
All content areas	All instructors	Engage teachers in aligning instruction with standards and benchmarks. Align curricular units to the common core and state standards	Yes	Attendance to training Improved rating on evaluative instrument	Over 75% of instructors in the various content areas met and collaboratively designed curricular units and assessments
Math and LAL	Math and LAL teachers, seniors	Recruiting outside consultants to provide job embedded Professional Development	Yes	Instructors benefited from model lessons delivered Consultants engaged teachers in collaborative reflection and planning of lessons integrating the academic and Career and Technical Education programs. They also trained teachers on implementing the common core standards in all the content areas	Over 90% of the instructors attended sessions conducted by outside consultants offered for six sessions during the first six months of the school year
Math, LAL, Science	Math, LAL and Science instructors, paraprofessionals	Using Student Performance Data to improve teaching and learning	Yes	Instructors: Disaggregated assessment data to identify and address areas of weakness Used formative assessments more frequently to measure student progress Used assessment data to identify and address gaps in learning	100% of instructors logged into EdConnect to administer standards based benchmark assessments. Instructors retrieved student performance data, which was disaggregated by standards and items from the platform and used the information to inform their lesson design and delivery.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Improved lesson design and delivery	
All content areas	Instructors, paraprofessionals, counselors	District approved training and workshops-training to enhance implementation of AP courses	Yes	Instructors designed and delivered more effective lessons Students were engaged in authentic learning activities Student achievement improved	Most instructors participated in out of district professional development training. At least one of them participated in AP training for Social Studies Instructors prepare students for AP Calculus and English Composition
All content areas	New teachers	Improving practice of non-tenured teachers through mentoring/coaching	Yes	New teachers transitioned successfully in the district Retention rate of teachers improved	All new teachers and mentors participated in new teacher orientation Retention rate of new teachers is very high

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All content areas	All students/parents	Frequent communication with parents	Yes	Support and input from parents Improved student performance Improved student response in class Offering academic support to parents –curriculum, assessment, PD. Providing periodic progress and report cards Providing online access to student performance	100% of the parents were mailed Quarterly Report Cards and Progress Reports. Parents were also mailed post cards to inform them of key events in the school.
All content areas	All students/ parents	**Back to School Night** Parents are informed of their children's progress by individual instructors. They also experience being in the school environment and establish communication with school personnel.	Yes	Improved attendance of parents and students to meet with teachers. Less disciplinary problems by students. Improved student performance Parent involvement policies, classroom visit policies, and homework policies are clear, constructive, and frequently communicated to parents and teachers.	214 parents attended the back to school event. However, parents monitor student progress by accessing student reports using Power School
All content areas	All parents	Programs to Assist Students Academically	Yes	Student participation in extra-curricular activities Improved attendance of parents and students to school events. More active learning by students. Improved student performance	Parents attended –approximately 71 parents attended the event
All content areas	ELLs	**Language Assistance for Parents** Provide culturally and	Yes	Participation of ESL parents and students in school activities Continued excellent performance by LEP students	There was an active participation by parents in the education of their children. Many of them attended meetings and the graduation ceremony of their children.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		linguistically appropriate opportunities for parents to meet with one another to encourage the sharing of norms, standards, and parenting concerns and successes			
All content areas	All parents	Workshops HSPA, Financial Aid Workshop, NCLB	Yes	Parents and students understood the importance of mastering the CCCS and plan for post-secondary training or education. They also were able to fill out the FAFSA and research colleges and institutions of higher learning	Approximately 71 parents attended this event. Parents were able to review sample materials of the HSPA test and asked questions. Financial Aid work shop was done in PowerPoint presentation and parents got an opportunity to review the FAFSA application and ask questions.
All content areas	All students/ parents	Parent-Teacher Conferences	Yes	Increase in parental attendance at conferences Increase in passing rate of students Improvement of student attendance Decrease of disciplinary problems Parents were given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits.	Meetings were effective for parents, teachers and students. Individual academic needs and strengths were discussed.
All content areas	All students/ parents	Active participation of PTSA	Yes	Frequent meetings with parents Improved parental engagement in school activities Improved school culture	Even though there were scheduled monthly meetings, it challenging for parents to attend. Instead, communication was done via the school website. Parents also attend fund raising events and other school activities.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				The faculty, students, and parents regularly discussed the school's compact that outlines key expectations of students, parents, and teachers	They also participated by following the progress of their children. Over 95% of them logged in to Power School to monitor their children's performance.
All content areas	All students/ parents	Other: Freshmen orientation Senior Parent Meeting Adopt school-parent compact and distribute to parents and students	Yes	Improved attendance by parents and students Consistent attendance of AHSA seniors to additional academic classes Parent policies, activities, and programs cultivate the 'curriculum of the home.' Parents received regular, jargon-free communication about learning standards, their children's progress, and the parents' role in their children's school success. Parents received practical guidance to maintain regular and supportive verbal interaction with their children. Parents received practical guidance to encourage their children's regular reading habits at home. Parents received practical guidance to model and encourage respectful and responsible behaviors.	Most parents attended the orientation of their children to the new school environment.
Math ELA	Parents of Grade 12 students	Build and maintain partnership with community-colleges, businesses, family and community	Yes	Partnership with college Student enrollment in college courses	Over 80% of the students normally plan to attend a 4 or 2 year college. Students complete AP courses and attend college fairs. Many students also complete duel credit courses through a partnership with the Community College.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Oge Denis Jr.		6-16-15
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td>Academic Achievement – Reading</td><td>Terra Nova, State and Local assessments, HSPA, PSAT</td><td>Many incoming students performed at or slightly above grade level when they were enrolled but a large cohort of them performed below grade level and were in need of academic support. Reading scores on the Terra Nova ranged from 0.3 to 12+. PSAT scores also lag the average of the state and nation. With timely intervention, many of them made gains in their local courses. However, some students continued to struggle. Below is as summary of the performance of students in the PSAT in Oct 2014.

<table>
<tr><th>PSAT 2015</th><th colspan="3">Mean Scores</th></tr>
<tr><th>Critical Reading</th><th>State</th><th>Nation</th><th>NT</th></tr>
<tr><td>Grade 9</td><td>38.7</td><td>40.3</td><td>34.4</td></tr>
<tr><td>Grade 10</td><td>44.3</td><td>42.8</td><td>38.8</td></tr>
<tr><td>Grade 11</td><td>45.0</td><td>46.2</td><td>38.4</td></tr>
</table>

Over the past few years, students excelled in ELA on the state test. With the focus on student improvement a top priority, students should continue to do well in the new state test, PARCC. They will also be prepared to perform well on the PSAT, SAT and AP English Composition.</td></tr>
</table>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td>Academic Achievement - Writing</td><td>Terra Nova, State and Local assessments, HSPA,PSAT</td><td>Students continue to struggle with their Writing as indicated by the PSAT writing scores. However, with timely intervention they normally make significant gains as they progress to the upper grades.

<table>
<tr><td>PSAT 2015</td><td colspan="3"></td></tr>
<tr><td>Writing Skills</td><td>State</td><td>Nation</td><td>NT</td></tr>
<tr><td>Grade 9</td><td>37.0</td><td>38.5</td><td>32.2</td></tr>
<tr><td>Grade 10</td><td>40.2</td><td>39.5</td><td>33.5</td></tr>
<tr><td>Grade 11</td><td>43.5</td><td>44.7</td><td>35.3</td></tr>
</table>
Scores on the HSPA over the last few years have been exceptional, with a proficiency rate of over 98% for the past five consecutive years.</td></tr>
<tr><td>Academic Achievement - Mathematics</td><td>Terra Nova, , State and Local assessments, HSPA, PSAT</td><td>Student performance on local assessment and the PSAT indicate that they have significant gaps in learning. By providing academic support to the identified students, they will perform close to grade level and be career ready by the time they graduate.

<table>
<tr><td>PSAT 2015</td><td colspan="3"></td></tr>
<tr><td>Mathematics</td><td>State</td><td>Nation</td><td>NT</td></tr>
<tr><td>Grade 9</td><td>41.2</td><td>41.5</td><td>37.5</td></tr>
<tr><td>Grade 10</td><td>44.3</td><td>42.8</td><td>38.8</td></tr>
<tr><td>Grade 11</td><td>47.6</td><td>47.9</td><td>40.7</td></tr>
</table>
Performance in mathematics on the state test has been consistently outstanding over the past few years. Over 96% of the students were proficient in the last four years.</td></tr>
<tr><td>Family and Community Engagement</td><td>Attendance at meetings, school fairs, back to school night, parent survey</td><td>Parental involvement has improved incrementally over the past few years. There is a functioning PTSA that met throughout the year. Many parents also participated in back to school night, school fair, fashion show and other activities. With the parent portal open, many parents monitor their children’s progress using the Internet and interact more with the staff.
The results of the parent survey were very positive-students are safe and teachers are focused on teaching and learning.</td></tr>
<tr><td>Professional</td><td>Staff surveys,</td><td>The district has an approved PD plan which provides opportunities for staff to improve their craft. With the School</td></tr>
</table>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Development	observations	Improvement Panel, effort was made to offer targeted professional development to staff. Over 85% of the instructors participated in district sponsored targeted professional development activities throughout the year. Based on observational feedback, instructional practices have also improved with no teacher required to complete a Corrective Action Plan for 2016.
Leadership	Student Outcomes Survey	The leadership of the school is stable. Academic outcomes of students have improved continuously over the past few years, especially on state standardized tests. The school is very safe, with staff providing a conducive social environment that promotes individual emotional safety. Over 85% of the staff indicated that the school is a supportive and inviting place for staff to work. The school leadership supports student development and pushes for various levels of instructional challenge and relevance, encouraging instructors and students to take ownership for teaching and learning. The leadership of the school also promotes personal pride in the success of students. Teachers at the school care whether or not the students are successful. In addition, interpersonal communication between staff and school leaders is open and honest producing healthy, positive outcomes. School leadership also promotes community outreach and partnership with other agencies and institutions. Parents and community members are incorporated into the social and academic life of the school. And there is a strong and healthy partnership with other educational institutions. Over 70% of the parents are supportive of the school and its activities
School Climate and Culture	Student Survey	Survey results and student performance indicate that there is a positive culture in the school. There is high degree of open and honest communication among staff and between staff and school leaders. Many staff members volunteer to participate in extra-curricular activities that advance the cause of students and the school. The morale of the school community is high with staff and students taking pride in the process of teaching and learning. The environment fosters a culture for learning, which has contributed to a high degree of student success. Below is a summary of a 'climate and culture' staff survey conducted in the school.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Domain</th><th>% Rating</th></tr>
<tr><td>Physical Environment</td><td>95.1</td></tr>
<tr><td>Emotional Environment</td><td>60.3</td></tr>
<tr><td>Teaching and Learning</td><td>85.3</td></tr>
<tr><td>Relationships</td><td>80.4</td></tr>
<tr><td>Morale-School Community</td><td>91.2</td></tr>
<tr><td>Comm. Engagement</td><td>78.4</td></tr>
</table>
The results of the student survey also showed positive school climate. Over 90% of the students indicated that their teachers believe they can learn and 89% of them always try their very best; they link hard work with success. Students also have a positive reaction toward their teachers, with over 80% of them saying their teachers want them to do their very best.</td></tr>
<tr><td>School-Based Youth Services</td><td>Feedback from SBYS team</td><td>The collaborative relationship between University Hospital and the Essex County Vocational Technical Schools began in 1986 with an afterschool peer leadership program known as Teens Networking Today for Tomorrow (TNT/ft). TNT/ft afterschool meetings in Newark Tech, Bloomfield Tech, and No. 13th Street School served 96 students during the 2014-2015 school year. Fifty-nine participants attended ten or more meetings, demonstrating a high degree of commitment to the program almost 30 years since its inception. TNT/ft members attend state-wide events such as the Lindsey Meyer Teen Institute, the NJ State Elks Peer Leadership Training Conference, and the ADAPT Teen Summit. Many TNT/ft members assume leadership roles in student government and school clubs and activities.

In 1988, University Hospital expanded services through a grant for a School-Based Youth Services Program (SBYSP) funded by the New Jersey Department of Children and Families. The SBYSP offers counseling, health education and referral, recreation, and employment services to students. More than 700 students participated in individual and group services during the 2014-2015 school year.

Students may receive individual and group counselling. Referrals are made by administrators, teachers, and students themselves. In addition, students are referred for crisis intervention in response to suicidal ideation, abuse or neglect, homelessness, violence, or mental illness. Outcomes include improved grades and attendance and fewer disciplinary referrals.

Assemblies, seminars and workshops on sexual health, dating violence, fitness and nutrition, bullying, and cyber safety are offered to encourage the social and emotional growth of students.</td></tr>
</table>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Special initiatives include the following: • ***Peer to Peer Mentorship*** **-** Seniors at No. 13th Street School were trained to implement early morning convocation events as well as classroom presentations for freshmen that provided encouragement and strategies for a successful transition to high school. • **Freshman Transition -** All members of the incoming freshman Class of 2018 attended anti-bullying assemblies featuring Dr. Mykee Fowlin and teambuilding activities at YMCA Camp Bernie. • **Pearls of Wisdom** - A schedule of monthly events was created to empower female students to shape their own destiny. • **My Life/My Choice** – An 8 session curriculum on Human Trafficking for girls was delivered by Prevent Child Abuse NJ. • **Male Empowerment** - An 4 session curriculum on Human Trafficking for boys was delivered by Prevent Child Abuse NJ. • **NJ Prep (Personal Responsibility Education Program**) - Aimed at lowering the risk of HIV/STIs and pregnancy, "Making Smart Choices" is an evidence based curriculum that promotes abstinence as the responsible choice, while also addressing topics such as healthy relationships, adolescent health and parent-child communication.
Students with Disabilities	N/A	There were no students with disabilities in this school
Homeless Students	N/A	There were no homeless students in this school
Migrant Students	N/A	There were no migrant students in this school
English Language Learners	Local and State assessments	The ELL students have been doing extraordinarily well over the past few years. Performance on local and the state tests have exceeded the academic target in both mathematics and language arts literacy for the past eight years.
Economically Disadvantaged	Local and State assessments	Over 80% of the students fall in this subgroup. Over the past few years, this subgroup has surpassed its performance target in both mathematics and language arts literacy. The proficiency rate for math and ELA has been over 90% for the last four consecutive years.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The needs assessment process at the Newark Tech campus is ongoing and very comprehensive. Various techniques were employed in the collection of data to measure the effectiveness of the various programs in the school. To identify the strengths and deficiencies of students, a comprehensive assessment program was implemented using various local and outside assessments that are appropriate to each grade level. Students were assessed throughout the school year and the performance data disaggregated and analyzed in detail using the subgroups. Using the performance data, trends were identified in the instructional program, and used to inform the decision making process.

Frequent classroom observations of teachers by school and district administrators were also done to determine instructional quality and student engagement. The evaluation instrument used is based on T*he Framework for Teaching*, which inherently supports effective teaching and professional learning. In addition, informal interviews and use of artifacts were used to gather evidence in the triangulation process.

To measure school climate, leadership and the effectiveness of our professional development program, various surveys were administered. The data collected from the staff, student and parent surveys were analyzed to determine the areas of strengths and deficiencies.
Information was also obtained at the various faculty and department meetings, where instructors provided feedback on the many programs we conducted in school. In addition, there were several meetings with teachers, consultants, administrators and other stakeholders that were designed to reflect on the past year and plans for next year.

2. What process did the school use to collect and compile data for student subgroups?

In all the schools there is a planned program to continuously collect and analyze student performance data throughout the school year. Before students are admitted and placed in one of the two programs of study that is customized to address their diverse needs, they are given the *3rd edition Terra Nova* placement test, which is used to identify their grade level performance. After admission, teachers continue to assess students to ensure they are scheduled in the appropriate program.

Throughout the year, standards based benchmark assessments were administered in all content areas to all students using an online platform, EdConnect. The performance data was compiled and analyzed by standards and items.

Progress of students is also closely monitored individually with periodic snapshots of grades taken from the Student Information System. Approximately every four weeks, the performance of students is extracted from the SIS and analyzed to identify struggling students. Identifying

and addressing the needs of these students is done at the individual level, including meeting class periods. This process identifies the at risk students in each subgroup in an expeditious manner so that timely intervention can be implemented.

In addition, the 9th, 10th and 11th graders also took the PSAT in October. Scores were analyzed to determine the level of student preparedness for college. As the school transition to the new PARCC assessments, emphasis will be placed on preparing students for a success in college and careers.

Here is the demographic student information of Newark Tech for 2014-15 school year.

NT	# of Students				
Subgroups	**9th**	**10th**	**11th**	**12th**	**Totals**
Asian	1	1	0	4	6
Black	107	96	130	111	444
Hispanic	86	74	61	51	272
White	4	0	2	0	6
Pac Is/Other	2	4	0	2	8
Econ Dis	171	145	166	135	617
LEP	49	35	28	2	114
Totals	**200**	**175**	**193**	**168**	**736**

Data on student performance on state tests will be collected and analyzed as was done on the HSPA.

Below is an analysis of performance by subgroups of the 2014-15 cohort of students.

Newark Tech	March '14						October '14			Mar-Oct	March '15			2015
Subgroups	**# students**	**# Prof.**	**# AP**	**% Prof**	**% Ad P**	**Total %**	**students**	**# Prof.**	**% Prof**	**Total %**	**students**	**# Prof.**	**% Prof**	**Total %**
Asian	5	4	1	80.0	20.0	100.0	0	0	N/A	100.0	0		N/A	100.0
Black	114	80	11	70.2	9.6	85.4	22	18	81.8	95.6	4		0	95.6
Hispanic	52	36	3	69.2	5.8	75.0	12	7	58.3	88.5	5		0	88.5
Indian	2	2	0	100.0	0.0	100.0	0	0	N/A	100.0	0		N/A	100.0
Econ Dis	151	106	13	70.2	8.6	78.8	31	22	71.0	93.4	9		0	93.4
LEP	20	12	1	60.0	5.0	65.0	6	3	50.0	80.0	3		0	80.0
Total Students	173	122	15	70.5	8.7	79.2	34	25	73.5	93.6	9	0	0.0	93.6

Above: HSPA: Mathematics: 2014-15 cohort

Newark Tech	March '14						October '14			Mar-Oct	March '15			2015
Subgroups	# students	# Prof.	# AP	% Prof	% Ad P	Total %	students	# Prof.	% Prof	Total %	students	# Prof.	% Prof	Total %
Asian	5	5	0	100.0	0.0	100.0	0	0	N/A	100.0	0	0	N/A	100.0
Black	114	97	15	85.1	13.2	98.2	2	2	100.0	100.0	0	0	N/A	100.0
Hispanic	52	46	2	88.5	3.8	92.3	3	2	66.7	96.2	1		0	96.2
Indian	2	2	0	100.0	0.0	100.0	0	0	N/A	100.0	0	0	N/A	100.0
Econ Dis	151	131	15	86.8	9.9	96.7	4	3	75.0	98.7	1		0	98.7
LEP	20	16	0	80.0	0.0	80.0	3	2	66.7	90.0	1		0	90.0
Total Students	173	150	17	86.7	9.8	96.5	5	4	80.0	98.8	2	0	0.0	98.8

Above: HSPA: Language Arts Literacy: 2014-15 cohort

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Due to the relatively small size of this school, data is collected by grade level and content area from the entire student population. Trends are identified using detailed analyses of performance data over a few years. This information is used to guide adjustments to the program. Correlation of local assessment data to state test results are also done.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

4. What did the data analysis reveal regarding classroom instruction?

Based on student performance data, the proficiency rates in mathematics and language arts has been consistent. The school achieved its academic goals for the past nine consecutive years. However, the improvement of instructional quality in addressing the needs of all subgroups and implementing the common core standards in preparing students for success in college are careers remain a priority. The table below shows performance comparison.

NT	Mar '09	Mar '10	Mar '11	Mar '12	Mar '13	Mar '14
Subgroups	% prof					
Black	63.9	78.9	64.3	77.8	85.5	85.4
Hispanic	89.8	89.1	66.1	76.8	86.0	75.0
Econ Dis	69.8	84.8	65.7	76.3	86.8	78.3
ELL	96.8	100.0	53.8	79.5	80.0	65.0
Total Students	71.2	82.5	65.3	77.6	85.9	79.3

NT	Mar '09	Mar '10	Mar '11	Mar '12	Mar '13	Mar '14
Subgroups	% prof					
Black	82.7	93.0	96.4	97.2	96.4	98.3
Hispanic	95.9	92.7	91.1	89.3	94.7	92.3
Econ Dis	86.4	93.1	94.4	94.1	96.0	95.7
ELL	96.8	93.3	89.7	84.6	93.3	80.0
Total Students	86.4	93.0	94.7	94.5	95.9	96.6

Comparison of 1st time test takers, March 2014

MATH	Performance Targets					
Subgroup	2012	MPT?	2013	MPT?	2014	MPT?
Benchmarks	*90*		*90*		*90*	
Black	92.1	YES	97.1	YES	97.3	YES
Hispanic	88.9	YES	98.2	YES	101.8	YES
Econ Disadv.	90.4	YES	97.0	YES	99.3	YES
Total Students	86.9	YES	97.4	YES	100.0	YES

LAL	Performance Targets					
Subgroup	2012	MPT?	2013	MPT?	2014	MPT?
Benchmarks	*90*		*90*		*90*	
Black	100.0	YES	100.0	YES	100	YES
Hispanic	96.3	YES	98.2	YES	100	YES
Econ Disadv.	98.5	YES	99.2	YES	100	YES
Total Students	94.7	YES	97.4	YES	100	YES

Three year performance: 2012-2014

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The ongoing, high level professional development offered during the previous years has paid dividends. Many teachers have responded well by improving their quality of instructional. As mentioned above, student achievement has improved in significantly in mathematics and language arts. The school has also made it performance targets for the past eight consecutive years and is poised to achieve it again in 2015. However, emphasis will be paced on implementing the common core standards, with an emphasis on the use of technology in designing and delivering effective lessons.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

6. How does the school identify educationally at-risk students in a timely manner?

The student performance data on the Terra Nova 3rd edition test, which is administered in reading, language arts and mathematics, is used to identify students who need immediate academic support. Many of these students attend a 4-week summer enrichment program that offers targeted instruction in mathematics and language arts by highly qualified teachers. At the end of the program, instructors meet and discuss their performance so as to provide valuable information that will be used to schedule at-risk students with additional academic support. In addition, during the first few weeks in the school year, instructors continuously assess students to identify those who are struggling so that they can be offered effective assistance.

In the comprehensive assessment program, students are assessed using local district-wide assessments throughout the year. Performance data are analyzed by classes and the performance of each student is examined in detail. Follow-up discussions on how best to address the needs of the at-risk students are done with the instructors and administrators. The student performance data is also used to inform instruction.

7. How does the school provide effective interventions to educationally at-risk students?

Academic support for at-risk students is provided throughout the year using various programs. Identified students are required to attend the before and after school classes, which are closely monitored. In addition, students are provided with additional instruction in math and language arts for a period during the school day. In-class support is also available through peer teaching and learning. Moreover, students have access to web-based supplemental program that provides support in mathematics, language arts and science. For the ELL students READ 180 is used.

8. How does the school address the needs of migrant students?

This school does not have any migrant students. However, support is provided to all students who are transferred in within the school year.

9. How does the school address the needs of homeless students?

This school does not have any homeless students.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

For many years, this school has relied heavily on the use of performance data to inform instructional practices. The frequent use of formative assessments by instructors was emphasized and supported. Instructors are intimately engaged in developing standards-based assessments and provide or suggest items in the development of the district-wide local assessments.

Training was also provided to all language arts and math instructors in the use of data in making instructional decisions by district administrators. They also participate in ongoing discussions of the assessment data at departmental and faculty meetings. More importantly, they use the performance data to inform their instructional strategies.

The input of teachers in valued in the school and their ideas and suggestions are always solicited. They play a crucial role in assessing and identifying students so that they are placed in the relevant instructional program. With their continuous input, student placement is always reviewed and the instructional program adjusted to match student needs.

With regards to curriculum, teams of teachers provide the primary input in all alignment to state and common core standards. These projects are often guided by outside experts and administers.

Teachers also take on leadership roles in mentoring teachers and implementing the evaluation system.

11. How does school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Newark Tech ensures that all students transition smoothly to the new learning environment. Many of the incoming freshmen attend a 5-week summer enrichment program where they meet with some of their teachers who provide targeted instruct in mathematics and language arts literacy. Students also become aware of the expectations of the teachers and what is required of them. There is a freshmen orientation where students get a guided tour of the school and all the facilities available to them. Student s and parents also get to meet with the school leaders and other staff members who review school rules, policies and procedures of the school.

In addition, the school has a partnership with Rutgers University through the Teen Network Teen (TNT) initiative, whose staff members meet with students to address their fears and concerns about life as a high school student. Students are informed of the counseling services offered by the partnership and are given opportunities to interact with their peers and practicing 'stepping out of their comfort zone'

Throughout the year, students are supported by school leaders, teachers, counselors and other staff. Their behavior and academic performance are closely monitored and timely intervention is provided when needed. There is also a Student Assistance Coordinator who is a member of the Intervention and Referral Services committee that provides targeted support.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

The priority problems are identified using student performance data as measured by the various assessment instruments. Performance data is analyzed over an extended period of time so as to identify trends. Other evidence is also collected to determine the root cause of the problems. Where possible, triangulation of the evidence is employed to ascertain definitive priority problems. Even though this school has made the performance targets for the past eight years, the priority is to improve student preparation for success in college and careers.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

<table>
<tr><th></th><th>#1</th><th>#2</th></tr>
<tr><td>Name of priority problem</td><td>Closing the achievement gap in language arts literacy. Even though the performance on state test in ELA has been very strong over the past few years, the Oct PSAT results revealed that students still struggle in their goal to be college and career ready. The priority will be to maintain high student performance in ELA by all subgroups in each grade level as measured by career ready indicators such as PARCC, PSAT and AP English Lit & Composition.</td><td>Closing the achievement gap in mathematics.
Even though the performance on state test in mathematics has been very strong over the past few years, the Oct PSAT results revealed that students still struggle in their goal to be college and career ready. The priority will be to maintain high student performance in mathematics by all subgroups in each grade level as measured by career ready indicators such as PARCC, PSAT and AP Calculus.</td></tr>
<tr><td>Describe the priority problem using at least two data sources</td><td>Based on Terra Nova and NJ ASK scores, many experience learning gaps in Reading and Language arts. The average PSAT scores in Reading and Writing were also below the state and National average, as shown below. Only 7.1% and 5.2% of the 10th and 11th graders respectively are on track to be career ready.

<table>
<tr><th>PSAT 2015</th><th colspan="3">Mean Scores</th></tr>
<tr><th>Critical Reading</th><th>State</th><th>Nation</th><th>NT</th></tr>
<tr><td>Grade 9</td><td>38.7</td><td>40.3</td><td>34.4</td></tr>
<tr><td>Grade 10</td><td>44.3</td><td>42.8</td><td>38.8</td></tr>
<tr><td>Grade 11</td><td>45.0</td><td>46.2</td><td>38.4</td></tr>
</table>

<table>
<tr><th>PSAT 2015</th><th colspan="3"></th></tr>
<tr><td>Writing Skills</td><th>State</th><th>Nation</th><th>NT</th></tr>
<tr><td>Grade 9</td><td>37.0</td><td>38.5</td><td>32.2</td></tr>
<tr><td>Grade 10</td><td>40.2</td><td>39.5</td><td>33.5</td></tr>
<tr><td>Grade 11</td><td>43.5</td><td>44.7</td><td>35.3</td></tr>
</table></td><td>Based on Terra Nova and NJ ASK scores, many experience learning gaps in Math. The average PSAT scores in Mathematics were also below the state and National average, as shown below. Only 7.1% and 5.2% of the 10th and 11th graders respectively are on track to be career ready.

<table>
<tr><th>PSAT 2015</th><th colspan="3"></th></tr>
<tr><td>Mathematics</td><th>State</th><th>Nation</th><th>NT</th></tr>
<tr><td>Grade 9</td><td>41.2</td><td>41.5</td><td>37.5</td></tr>
<tr><td>Grade 10</td><td>44.3</td><td>42.8</td><td>38.8</td></tr>
<tr><td>Grade 11</td><td>47.6</td><td>47.9</td><td>40.7</td></tr>
</table>

In Calculus, the scores for 2014 were:
Score # students
4 0
3 0
2 0
1 6</td></tr>
</table>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

	<table><tr><th>College Readiness</th><th>State</th><th>Nation</th><th>NT</th></tr><tr><td>Grade 10</td><td>133</td><td>37.2%</td><td>7.1%</td></tr><tr><td>Grade 11</td><td>142</td><td>45.8%</td><td>5.2%</td></tr></table> In English Lit & Composition, the scores for 2014 were: Score # students 4 0 3 0 2 6 1 20	
Describe the root causes of the problem	Most of the incoming students enter the school, lacking skills in the core content areas. Many struggle to perform at grade level. With timely identification and intervention, many of the students make the required gains by the time they graduate.	Most of the incoming students enter the school, lacking skills in the core content areas. Many struggle to perform at grade level. With timely identification and intervention, many of the students make the required gains by the time they graduate.
Subgroups or populations addressed	Performance targets were met by all subgroups in 2015. For 2016, emphasis will be placed on maintaining high performance by all subgroups and on students scoring well in the AP courses, PSAT, SAT and PARCC	Performance targets were met by all subgroups in 2015. For 2016, emphasis will be placed on maintaining high performance by all subgroups and on students scoring well in the AP courses, PSAT, SAT and PARCC
Related content area missed (i.e., ELA, Mathematics)	Performance targets were achieved for the ninth consecutive year	Performance targets were achieved for the ninth consecutive year
Name of scientifically research based intervention to address priority problems	Using assessment data to inform teaching and learning Using formative assessments to accelerate learning Providing increased instructional time Using research-based instructional strategies Offering job-embedded, high quality professional development to instructors and in-class support. Using supplemental instructional program to improve writing and reading. Using the F*ramework of Teaching* to improve instructional quality. Using the nine research-based instructional strategies by Marzano.	Using assessment data to inform teaching and learning Using formative assessments to accelerate learning Providing increased instructional time Using research-based instructional strategies Offering job-embedded, high quality professional development to instructors and in-class support. Using supplemental instructional to improve skills in mathematics Using the F*ramework of Teaching* to improve instructional quality. Using the nine research-based instructional strategies by Marzano.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

How does the intervention align with the Common Core State Standards?	The language arts literacy curriculum will be aligned to the common core standards. Lessons designed and delivered will be aligned to local curricula.	The mathematic curriculum will be aligned to the common core standards. Lessons designed and delivered will be aligned to local curricula.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parental involvement and community outreach	
Describe the priority problem using at least two data sources	Parental attendance and involvement at monthly meetings is sometimes less than 10%. Participation in school events can also be improved.	
Describe the root causes of the problem	Employment obligations by parents, difficulty with transportation to school	
Subgroups or populations addressed	All students, parents	
Related content area missed (i.e., ELA, Mathematics)	None	
Name of scientifically research based intervention to address priority problems	COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs. DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations	
How does the intervention align with the Common Core State Standards?	Parents can monitor student mastery of curricular standards which are aligned to the state and common core standards using various ways such as Progress and Report Cards and using PowerSchool.	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA, Mathematics Social Studies, Science	Grades 9-12	**Using Research based Instructional Strategies** -Cooperative Learning -Homework and Practice - Setting Objectives and Providing Feedback - Reinforcing Effort and Providing Recognition - Summarizing and Note Taking - Identifying Similarities and Differences - Nonlinguistic Representations	Ms. Carbonell Ms. Landis Ms. Morales Mr. Lima Ms. C. Morales Mr. Denis Mr. B. Singh	Improved student performance on local and state assessments Differentiation of lesson design and delivery to address diverse learners	Use of researched based instructional strategies have improved student outcomes
ELA, Mathematics Social Studies, Science	Grades 9-12	**Using student assessment data to improve teaching and learning** - Continuously using student data to inform and differentiate instruction to meet the academic needs of individual students.	Ms. Carbonell Ms. Landis, Ms. Morales Mr. Lima Ms. C. Morales Mr. Denis Mr. B. Singh	Assessing students frequently throughout the school year to determine progress toward performance targets Developing performance trend of students in class and school, including disaggregation of data by subgroups	Targeted instruction designed to address identified learning gaps enhances performance

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
All content areas	Grades 9-12	**Teaching students to examine their own data and set learning goals** - Explaining expectations and assessment criteria. - Providing feedback that is timely, specific, well formatted, and constructive to students - Using students' data analyses to guide instructional changes. - Monitoring progress and making adjustments.	Ms. C. Morales Mr. Denis	Developing students' performance targets Students monitoring their performance using their individual data and making adjustments to their learning	Setting learning goals and working to achieve them with feedback along the way has improved student outcomes
ELA, Math	10, 12	**Using Technology to improve teaching and learning-Flipping the classroom**	Ms. G Morales Ms. Landis Mr. B. Singh	Independent research of students Academic improvement of students	Increased instructional time accelerates learning. Quick access to information facilitates learning
ELA, Math	9-12	**Peer to peer teaching and learning**	Mr. Denis Ms. C. Morales	Students teaching their peers Higher level of student participation	Peer teaching and learning accelerates learning
ELA, Math	9-12	**Small group instruction**	Mr. Denis Ms. C. Morales	Improved student outcomes in identified areas	One to one focused instruction is effective in addressing individual needs
Math	9-12	**Solving Open Ended Word Problems**	Ms. Landis	Improved performance on solving 'word problems' More collaboration among students in solving complex problems	Solving word problems improve performance current and succeeding higher level courses

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
				Use of algorithm in solving problems	
ELA	9-10 ELL students	**READ 180**	Mr. Lomba Mr. Denis Ms. C. Morales	Increased lexile levels of students Improved performance in local and state tests Improved collaboration among students	READ 180 is a research based program that was shown to improve lexile scores of students.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA and Mathematics Science	Grades 9-11	**Academic Support (Increased Learning Time) for Struggling Students** Students attend additional classes in language arts literacy in our before school, after school program	Mr. Denis Ms. C. Morales	Student attendance to classes Improved individual performance of students in local and state assessments	Increased targeted instruction enhances academic performance One on one and peer teaching enhances learning
Mathematics, ELA	Incoming 9th graders	9th grade summer enrichment program	C. Singh B. Singh D. Carbonell	Smooth transition of students to high school environment Improvement of knowledge and skills in content areas addressed	Additional targeted instruction on specific areas of need will close the learning gaps and improve students' knowledge and skills in math and ELA
ELA, Math	11th and 12th graders	**College Readiness -SAT preparation AP courses**	Ms. C. Morales Mr. Denis Ms. Landis Ms. G. Morales	Student participation in test Student performance in Reading, Writing, mathematics	Targeted instruction and review of specific strategies improve performance on SAT and AP courses
ELA Math	ELL students	**Small group/one to one instruction**	Mr. Denis Ms. C. Morales Mr. Lomba	Improvement of student academic performance Smooth transition in school environment	Increased targeted instruction enhances academic performance One on one and peer teaching enhances learning
All Content	Grades 10-12	**Increased learning time using technology-one to one laptop program**	Mr Denis Ms C. Morales	Completion of additional college level courses, Improved student outcomes	Use of technology can enhance teaching and learning

***Use an asterisk to denote new programs**.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
All content areas: ELA Math Science Soc Studies Per Arts Technical Education	All teachers	Implementing the Common Core and state curriculum content Standards	Mr. Denis Ms. C. Morales Ms. Carbonell Ms. Landis Ms. G. Morales Mr. B. Singh Mr. C. Singh	Lessons plans are aligned to the common core standards CCSS are addressed by all instructors Instructional materials are aligned to curricula	Implementing the common core standards is crucial for the transferability of skills and knowledge Implementing the common core will prepare students to succeed in college and careers
All content areas	All teachers and paraprofessionals	Using Teachscape to improve instructional practice using the Framework for Teaching	Mr. Denis Ms. C. Morales Ms. Carbonell Ms. Landis Ms. G. Morales Mr. B. Singh Mr. C. Singh	Improved instructional practice as described in the evaluation instrument Instructors use of resources in Teachscape to improve their practice Instructors provide documents such as lesson plans, reflections electronically	Using the Framework for Teaching has improved student achievement
Math, LAL, Social Studies, Science	All instructors and paraprofessionals	***Using Technology to enhance teaching and learning:*** E-Learning platform Google docs Moodle, Flipping the	ScIP	Instructors will: Use an e-learning platform to foster collaboration among staff Use Smart board Technology to design and deliver effective instruction	Use of technology can enhance teaching and learning

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)**
		classroom		Use graphing calculators, document cameras to improve student learning Use webcast and teleconferencing to enhance learning experience of students Consult and collaborate directly with teachers, and work with students for the purpose of modeling, demonstrating a lesson or team teaching Participate in professional learning communities to enable them to collaborate, share best practices and integrate 21st century skills into the classroom practice	
All content areas	All instructors	***Using collaborative planning to improve teaching*** Professional Learning Communities-Topics include: -Common Core Standards -The Framework for Teaching -Authentic Learning and Assessment -Problem based learning -Integration of	ScIP	Instructors will: Collaborate in analyzing student performance data to improve teaching and learning Actively seek solutions and new ideas to improve their craft Work cooperatively in teams to achieve common goals Encourage and use experimentation as an opportunity to learn Reflect on pedagogical strategies to improve on lessons taught	This is a research based strategy that proved to be successful in improving student achievement. The work of Dufour, Ford, NSDC and Eaker is widely known.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)**
		Academic and CTE -Differentiated instruction -Integration of technology in instruction			
All content areas	All instructors	Engage teachers in aligning instruction with standards and benchmarks. Align curricular units to the common core and state standards	Ms. Carbonell	Instructors will design curricular units in the various content areas Instructors will share developed units among staff in school and district	Instruction that is grounded in the state approved curriculum will address the core content to be learned. Mastery of the curriculum is linked to the alignment of lessons plans to the standards.
All content areas	Instructors, paraprofessionals, counselors	District approved training and workshops-training to enhance implementation of AP courses	Instructors Mr. Denis	Instructors will design and deliver more effective lessons Students will be engaged in authentic learning activities Student achievement will improve	DOE recommended training and other activities aligned to the PD standards are supported by the district
All content areas	New teachers	Improving practice of non-tenured teachers through mentoring/coaching	ScIP	New teachers will transition successfully in the district Retention rate of teachers will improve	On-going support for new teachers is crucial for their success

Use an asterisk to denote new programs

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   Evaluation of all programs is done at the end of the school year. The supervisor of program accountability is responsible for the evaluation which is done by district staff.

2. What barriers or challenges does the school anticipate during the implementation process?

   Based on student outcomes, implementation of various programs has been successful. Logistical challenges of scheduling teachers for training and improving attendance to academic support classes will be addressed. Instructors are fully supportive of the measures used in improving student academic outcomes.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   Ongoing meetings are conducted to inform stakeholders of the initiatives to be implemented. Instructional decisions are also made with the input from the representatives of the teachers' association, which facilitates buy-in from teachers. Moreover, administrators recruit teachers to work in the academic support programs-summer, before/after school.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   To determine perceptions of staff, surveys are done. Evidence is may also be collected in ongoing conversations with staff

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Parents participate in a survey.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

6. How will the school structure interventions?

   Student performance data is collected and analyzed continuously to identify and address the needs of struggling students. Academic support is not only provided by teachers in the regular scheduled classes but also in the summer and the before and after school program. Identified students attend summer school enrichment classes for four hours per day for 4 weeks in the summer where they benefit from high level instruction in math and LAL. In addition, select students are provided with a period of additional instruction in math and language arts during the school day.

7. How frequently will students receive instructional interventions?

   Students attend academic support classes for an hour a day before or after school for four days a week. Identified students also attend summer academic support classes from 8:30 to 12: 45 for 4 weeks.

8. What resources/technologies will the school use to support the schoolwide program?

   There are many classrooms that have installed desk pcs with Internet access. There are also many laptop carts which are used to deliver and measure effective instruction with online resources. The bandwidth at the school has been upgraded to support efficient use of Internet resources. Staff and students are provided with other technological devices such as smart board, document cameras, instructional software, calculators (scientific and TI-84 Inspire).

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   Student performance data is collected and analyzed on the various intervention programs. The progress of students is closely monitored throughout the school year, with several snapshots being taken before the end of a term. The data is analyzed and compared with previously collected dated so that performance trends can be established.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    The results of school programs are disseminated at various forums-departmental meetings, faculty meetings, public board meetings, district website, parent meetings.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the school wide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All content areas	All students/parents	**Frequent communication with parents**	Mr. Denis Ms. C. Morales	Support and input from parents Improved student performance Improved student response in class Offering academic support to parents –curriculum, assessment, PD. Providing periodic progress and report cards Providing online access to student performance	Two-way, school-home communication is linked to improved learning. Helping parents to help their children meet standards will improve student achievement. Connecting members of the school community to support student learning will boost school climate and culture for learning
All content areas	All students/ parents	**Back to School Night/Annual Parent Meeting** Parents are informed of their children's progress by individual instructors. They also experience being in the school environment and establish communication with school personnel.	Mr. Denis Ms. C. Morales Ms. Wallace	Improved attendance of parents and students to meet with teachers. Less disciplinary problems by students. Improved student performance Parent involvement policies, classroom visit policies, and homework policies are clear, constructive, and frequently communicated to parents and teachers.	The research linking the degree of parental involvement to student achievement is well established.
All content areas	All parents	Programs to Assist Students Academically Training on PARCC, Financial Aid, Common Core Standards	Ms. Wallace Mr. Denis	Student participation in extra-curricular activities Improved attendance of parents and students to school events. More active learning by students. Improved student performance	Parents become more empowered in guiding and helping their children in preparing for the PARCC, PSAT, SAT and post-secondary education. Parents also are able to emulate their children in classroom settings to better

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					understand the high school experience.
All content areas	ELLs	**Language Assistance for Parents** Provide culturally and linguistically appropriate opportunities for parents to meet with one another to encourage the sharing of norms, standards, and parenting concerns and successes	Ms. Wallace Mr. Denis	Participation of ESL parents and students in school activities Continued excellent performance by LEP students	Effective communication with parents can significantly optimize their participation and monitoring of their children's school activities leading to improvement of student achievement.
All content areas	All students/ parents	Parent-Teacher Conferences	Mr. Denis Ms. C. Morales	Increase in parental attendance at conferences Increase in passing rate of students Improvement of student attendance Decrease of disciplinary problems Parents meet with teachers to discuss their children's progress in school and home-based study and reading habits.	The one-on-one conferences between teachers and parents are powerful in addressing the academic needs of the students.
All content areas	All students/ parents	Other: Freshmen orientation Senior Parent Meeting Adopt school-parent compact and distribute to parents and students	Ms. Wallace Mr. Denis Ms. C. Morales	Improved attendance by parents and students Consistent attendance of AHSA seniors to additional academic classes Parent policies, activities, and programs cultivate the 'curriculum of the home.' Parents receive regular, jargon-free communication about learning standards, their children's progress, and the parents' role in their children's	Orientation of 9th grade students with their parents facilitate smooth transition of students to new school environment and to meet high school rigor and standards

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				school success. Parents receive practical guidance to maintain regular and supportive verbal interaction with their children. Parents receive practical guidance to encourage their children's regular reading habits at home. Parents receive practical guidance to model and encourage respectful and responsible behaviors.	
All Subjects	All Students	Build and maintain partnership with community-colleges, businesses, family and community	Mr. Denis Ms. C. Morales	Partnership with college Student enrollment in college courses	Partnership with businesses and colleges will prepare students for success in college and careers

Use an asterisk to denote new programs.

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2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the needs assessment?
With more frequent communication with parents and the community, parents will be more engaged in the activities of the school. They will monitor their children's performance more closely with the use of the parent portal, progress reports and report cards. With more up to date information on student progress, they will communicate with teachers and school leaders on an ongoing basis. With the focus on improved student outcomes, the priority problems will be addressed.

2. How will the school engage parents in the development of the written parent involvement policy?
With the assistance of the parent coordinator, regular meetings with parents will be facilitated. The Parent, Teachers Students Association (PTSA) meets on a monthly basis to discuss and review the progress of the school. The parent involvement policy will be developed with input from the PTSA.

3. How will the school distribute its written parent involvement policy?
The parent involvement policy will be distributed to parents at the freshmen orientation and at PTSA meetings. Copies will be mailed to those who do not attend. The policy will also be posted on the school's website.

4. How will the school engage parents in the development of the school-parent compact?
With the assistance of the parent coordinator, regular meetings with parents will be facilitated. The Parent, Teachers Students Association (PTSA) meets on a monthly basis to discuss and review the progress of the school. The school-compact will be developed with input from the PTSA.

5. How will the school ensure that parents receive and review the school-parent compact?
The school compact will be distributed to parents at the freshmen orientation and at PTSA meetings. A copy will be mailed to those who haven't received at that time. The school compact will also be posted on the school's website.

6. How will the school report its student achievement data to families and the community?
Student achievement data is provided to the public through PTSA meetings, school's website, board meetings and reports, which are mailed to parents. Parents can also use the parent portal of PowerSchool to access data of the performance of their children.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?
Information is disseminated at parent meetings and letters are mailed to all parents.

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8. How will the school inform families and the community of the school's disaggregated assessment results?
Student achievement data is provided to the public through PTSA meetings, school's website, and board meetings. Data charts are also posted in the school. Instructors also use power point to present performance data to students.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
Input from parents will be solicited at parent meetings. They also give their input by responding to an electronic survey. Information is analyzed and used to develop the plan.

10. How will the school inform families about the academic achievement of their child/children?
Families are informed about the academic achievement of their children on a regular basis. Progress and report cards are mailed periodically. Parents can also access real time data on their children's from the teachers' grade books by logging into the parent portal of Power School. For at risk students, teachers and counselors will make personal contact with the parents.

11. On what specific strategies will the school use its 2015-16 parent involvement funds?

Funds will be used for the salary and benefits of the parent coordinator who will coordinate and manage the activities of the school. Funds will used be used to maintain the website in communicating with parents and other stakeholders. In addition, funds will be used to purchase pamphlets, parent literature and the mailing of parent letters.

Provide a separate response for each question.

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ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	57 100%	The district offers continuous support to teachers through its mentoring and coaching program. Non-tenured teachers participate in feedback sessions with their mentors, in which they are provided with the necessary skills and knowledge to successfully overcome any potential challenges. The support is done at no cost to the participants. Mentoring and coaching fees are paid by the district. Administrators also provide ongoing support for teachers by coaching them in areas that will improve their performance.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	3 100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

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Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Partnerships with Universities The school district has a very good relationship with universities such as the NJCU and Montclair State. Many aspiring teachers are recommended to complete their teaching internship in our district. A few of these interns have been hired as teachers in the district. In addition, supervisors are pro-active in doing onsite recruitment at various universities.	Ms. G. Morales Ms. Landis Ms. Carbonell
Mentoring/Coaching/Induction The district has a very effective mentoring program that vigorously supports non-tenured teachers throughout the year. Mentors and mentees meet at once per week for 30 weeks (34 weeks for mentees with CE). New teachers with standard certificate also get coaching for the first three months after hire. New teachers and their mentors attend two-day induction training to the district in the summer prior to the beginning of the year. As an incentive, the mentoring fees for the mentor and the mentee are paid by the district.	School Improvement Panel
Networking Principals and supervisors are part of a network of educators who share information with regards to recruiting highly qualified teachers. Many teachers have been recruited as a result of this network.	Principals, Supervisors